



Spartanburg 5 School District

100 North Danzler Road
Duncan, SC 29334

Grades	PK-12 District	
Enrollment	7,591 Students	
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good*
2010	Good	Excellent
2009	Average	Average
2008	Average	Average
2007	Average	Average

* The District's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

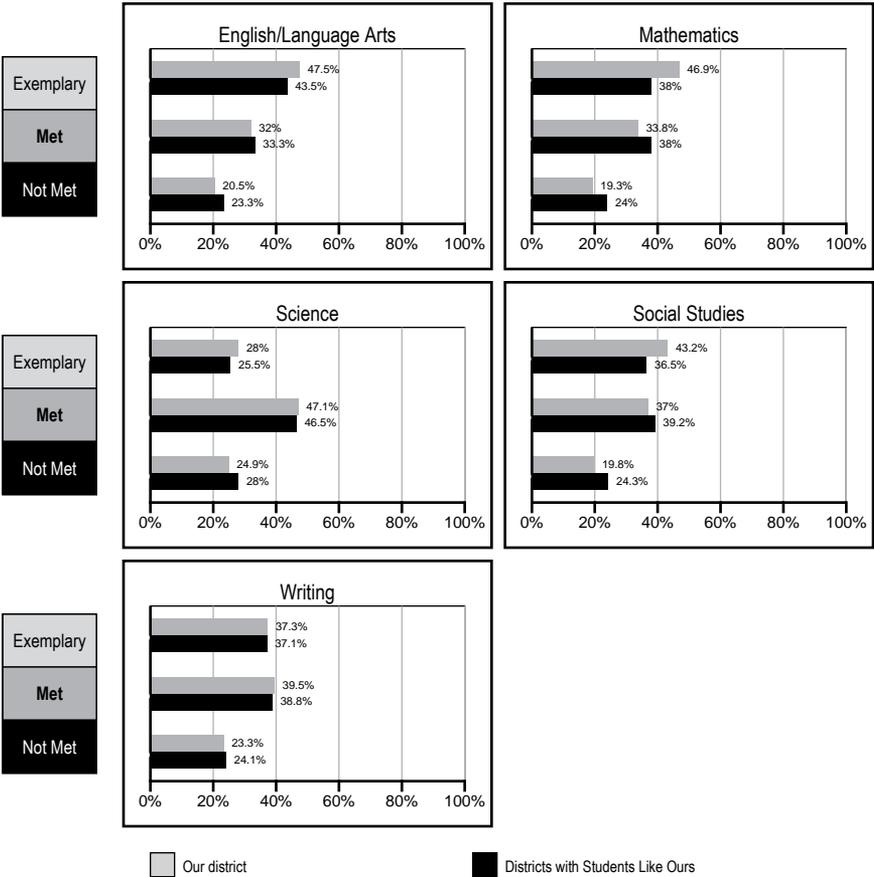
97.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	4	0	1

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our District			Districts with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed both subtests	80.6%	83.7%	84.4%	78.0%	80.2%	80.1%
Passed one subtest	10.2%	8.7%	7.4%	12.4%	11.1%	11.4%
Passed no subtests	9.2%	7.6%	8.2%	9.6%	8.7%	8.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	93.8%	82.8%
English 1	76.3%	75.3%
Biology 1/Applied Biology 2	85.2%	70.7%
Physical Science	62.4%	61.6%
US History and the Constitution	63.3%	50.5%
All Subjects	76.1%	68.8%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	554	596	1254	1293
Number of Graduates in Cohort	422	467	873	891
Rate	76.2%	78.4%	70.3%	71.6%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	556	N/A	1209
Number of Graduates in Cohort	N/A	436	N/A	861
Rate	N/A	78.4%	N/A	71.9%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=7,591)				
First graders who attended full-day kindergarten	90.3%	Down from 95.5%	98.0%	99.6%
Retention rate	1.5%	Up from 1.2%	1.8%	2.3%
Attendance rate	96.1%	Down from 96.4%	95.6%	95.8%
Served by gifted and talented program	23.8%	Up from 22.0%	21.0%	14.0%
With disabilities other than speech	7.2%	Down from 9.6%	7.2%	7.4%
Older than usual for grade	1.2%	Down from 2.2%	2.1%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.5%	0.6%	0.5%
Enrolled in AP/IB programs	20.4%	Up from 15.9%	20.4%	12.2%
Successful on AP/IB exams	73.4%	Up from 68.8%	54.1%	52.9%
Eligible for LIFE Scholarship	55.4%	Down from 55.6%	37.2%	30.3%
Enrolled in adult education GED or diploma programs	106	Up from 60	95	66
Completions in adult education GED or diploma programs	64	Up from 58	62	35
Annual dropout rate	3.1%	Down from 4.5%	3.1%	2.8%
Teachers (n=523)				
Teachers with advanced degrees	70.2%	Up from 66.7%	61.3%	61.2%
Continuing contract teachers	84.1%	Up from 80.3%	87.1%	85.6%
Teachers returning from previous year	93.3%	Up from 91.1%	92.0%	90.3%
Teacher attendance rate	95.4%	Up from 95.3%	95.8%	95.2%
Average teacher salary*	\$48,519	Down 1.1%	\$47,411	\$46,166
Vacancies for more than nine weeks	0.0%	Down from 0.2%	0.1%	0.0%
Professional development days/teacher	8.9 days	Down from 13.2 days	11.4 days	12.2 days
District				
Superintendent's years at district	7.0	Up from 6.0	5.0	3.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 19.0 to 1	22.5 to 1	21.7 to 1
Prime instructional time	90.6%	Down from 90.8%	90.7%	90.1%
Dollars spent per pupil**	\$8,877	Up 2.1%	\$8,745	\$9,140
Percent of expenditures for teacher salaries**	58.8%	Up from 57.6%	55.6%	53.5%
Percent of expenditures for instruction**	61.8%	Up from 61.1%	59.2%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	12	Up from 11	15	9
Number of magnet schools	2	Up from 0	0	0
Portable classrooms	0.0%	No Change	1.4%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	11.0	No Change	14.0	8.0
Parents attending conferences	90.1%	Down from 91.4%	96.8%	96.6%
Average administrator salary	\$78,144	Down 4.6%	\$78,088	\$78,000

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	524	94.3%	2928	76.1%	554	76.2%	Yes
Gender							
Male	256	92.2%	1429	75.3%	272	71.7%	N/A
Female	268	96.3%	1399	77.4%	282	80.5%	N/A
Racial/Ethnic Group							
White	345	94.2%	1887	82.4%	368	74.7%	N/A
African American	138	95.7%	709	62.5%	130	76.2%	N/A
Asian/Pacific Islander	N/A	N/A	34	67.6%	18	88.9%	N/A
Hispanic	30	86.7%	190	69.5%	37	83.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	56	66.1%	242	50.4%	56	48.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	11	63.6%	131	64.9%	17	82.4%	N/A
Socio-Economic Status							
Subsidized meals	208	89.4%	1311	66.9%	207	65.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	94.3%	92.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	469	484	486	489	446	458	1400	1431		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	19.9	19.6	20.2	20.7	20.1	20.8	20.3	20.6	20.2	20.5
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

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School District Governance

Board Membership	2 trustees elected to single-member seats, 7 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	20.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

District Five Schools of Spartanburg County experienced another fantastic year. Our district continues to advance and improve in every aspect of its educational mission. This document highlights numerous examples of the success and excellence throughout our district including championships, awards, accolades, and recognitions received by schools, programs, students, and employees.

During the 2008 - 2009 school year, District Five celebrated the opening of two new elementary schools. The Abner Creek Elementary Gators began their inaugural year by "learning with love and laughter". Lyman Elementary began its first year as the Lyman Lions and their "pride is showing". These two new schools were the result of much planning and preparation by the district to accommodate increasing student enrollments. They helped to alleviate overcrowding at our existing elementary schools and allowed for the reconfiguration of grade structures by bringing the fourth grade back into our elementary schools, thus eliminating overcrowding at our intermediate schools.

District Five weathered the economic downturn in our state's economy by relying on fiscally conservative practices. During the year we experienced a series of budget cuts that reduced our state funding by approximately four million dollars. Due to the fiscally conservative management of our district, we were in a position that did not require the elimination of personnel or programs. Although the economic situation remains unstable, District Five will continue to place top priority on classroom instruction and meeting the needs of our children.

In the area of assessment and accountability, our students in grades three through eight experienced a new state test called PASS (Palmetto Assessment of State Standards). It consists of testing the areas of writing, English language arts, math, science, and social studies. The results of this assessment are projected to be released by the state this fall. Our students continue to show gains in almost every area of academic achievement including: MAP (Measure of Academic Progress), End of Course Tests, high school exit exam passage rates, and other standardized forms of academic measurement.

Thankfully, District Five continues to enjoy the benefits of enormous family and community support. We appreciate your commitment to our schools and the children of our community. Please continue to work with us as we strive to make District Five the premier district in every aspect of educational excellence.

Dr. Scott Turner, Superintendent

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 31 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Continuing District Improvement

The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.

1

Title I Schools' School Improvement Status

The Spartanburg 5 School District consists of 12 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)									
All Students	3411	99.8	20.4	32	47.6	86.9	82.4	Yes	Yes
Gender									
Male	1775	99.8	25.1	32.3	42.7	83.1	78.7	N/A	N/A
Female	1636	99.7	15.4	31.6	52.9	90.9	86.2	N/A	N/A
Racial/Ethnic Group									
White	2370	99.8	16.3	29.6	54.1	89.7	88.9	Yes	Yes
African American	705	100	33.2	36.9	29.9	78.6	72.9	No	Yes
Asian/Pacific Islander	95	100	10	28.9	61.1	95.6	93	Yes	Yes
Hispanic	229	99.1	29.9	42.5	27.6	79	79.3	Yes	Yes
American Indian/Alaskan	12	100	N/AV	N/AV	N/AV	N/AV	83	I/S	I/S
Disability Status									
Disabled	382	99.5	69.7	22.1	8.1	46.5	48.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	218	99.5	30.7	38.1	31.2	79.1	78.3	No	Yes
Socio-Economic Status									
Subsidized meals	1764	99.7	29.2	35.8	35.1	80.9	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)									
All Students	3411	99.8	19.2	33.8	46.9	87.3	81.9	Yes	Yes
Gender									
Male	1775	99.8	20.9	32.6	46.5	85	79.9	N/A	N/A
Female	1636	99.8	17.4	35.1	47.5	89.8	84.1	N/A	N/A
Racial/Ethnic Group									
White	2370	99.8	14.6	32.4	53	90.3	88.9	Yes	Yes
African American	705	100	33.9	39.2	26.9	78.5	71.4	Yes	Yes
Asian/Pacific Islander	95	100	6.7	20	73.3	94.4	94.6	Yes	Yes
Hispanic	229	100	28.5	38.3	33.2	79.9	81.1	Yes	Yes
American Indian/Alaskan	12	100	N/AV	N/AV	N/AV	N/AV	84.4	I/S	I/S
Disability Status									
Disabled	382	99.5	64.1	30.8	5	46.5	47.3	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	218	100	26	37.2	36.7	81.9	81.4	Yes	Yes
Socio-Economic Status									
Subsidized meals	1764	99.8	28.5	37	34.5	81.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	2273	99.5	24.6	47.4	27.9	75.4	68.6
Gender							
Male	1186	99.4	25.6	44.5	29.9	74.4	68.3
Female	1087	99.5	23.6	50.6	25.8	76.4	68.9
Racial/Ethnic Group							
White	1555	99.6	18.8	47.8	33.4	81.2	80.7
African American	479	99.2	41.6	46.9	11.6	58.4	51.4
Asian/Pacific Islander	61	100	8.5	44.1	47.5	91.5	85.3
Hispanic	169	100	37.6	46.5	15.9	62.4	61.6
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	269	98.5	66.4	30	3.6	33.6	35.7
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	152	100	37.1	49.7	13.2	62.9	60.7
Socio-Economic Status							
Subsidized meals	1191	99.2	34.1	49.7	16.3	65.9	57.3
Social Studies							
All Students	2269	99.7	19.7	37	43.3	80.3	72.5
Gender							
Male	1170	99.7	20	34.5	45.5	80	72
Female	1099	99.7	19.3	39.8	40.9	80.7	73.1
Racial/Ethnic Group							
White	1601	99.6	17.1	34.7	48.3	82.9	81
African American	452	99.8	28.1	44.8	27.1	71.9	60
Asian/Pacific Islander	69	100	10.9	21.9	67.2	89.1	89
Hispanic	139	100	28.1	46.9	25	71.9	69.6
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	243	99.2	63.6	29.8	6.6	36.4	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	137	100	24.8	43.6	31.6	75.2	69.7
Socio-Economic Status							
Subsidized meals	1140	99.6	28.4	40.8	30.8	71.6	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1142	99.9	23.2	39.5	37.3	76.8	73.2	96.5	96.1
Gender									
Male	591	100	27.5	40.6	31.9	72.5	67.2	96.4	96.1
Female	551	99.8	18.5	38.3	43.2	81.5	79.4	96.6	96.2
Racial/Ethnic Group									
White	785	99.9	19.5	37.4	43.1	80.5	81.5	96.2	95.9
African American	249	100	32.2	45.8	22	67.8	61.3	97.3	96.4
Asian/Pacific Islander	27	100	24	32	44	76	87	97.4	97.2
Hispanic	77	100	33.3	44	22.7	66.7	66.7	96.7	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	72.2	95.8	95.1
Disability Status									
Disabled	119	100	73.9	24.3	1.7	26.1	26	95.6	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	N/A	96.8
Limited English Proficient									
Limited English	65	100	36.4	43.9	19.7	63.6	65.7	97.2	96.9
Socio-Economic Status									
Subsidized meals	596	99.8	32	42.4	25.5	68	63.2	96	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	549	100	17.2	22	60.7	82.8
	4	582	99.8	18.1	40.6	41.3	81.9
	5	553	100	17.3	40.7	42	82.7
	6	563	100	16.1	37.1	46.8	83.9
	7	577	100	23.6	35.1	41.4	76.4
	8	611	100	32	31.7	36.3	68
2011	3	572	99.8	17.6	19.3	63.1	82.4
	4	555	99.8	16.6	35.4	48	83.4
	5	585	99.8	15.9	44.7	39.4	84.1
	6	563	99.8	20.6	33.8	45.6	79.4
	7	576	99.3	24	29	47	76
	8	560	100	27.9	29.3	42.8	72.1
Mathematics							
2010	3	549	99.8	24.3	27.8	47.9	75.7
	4	582	99.8	15.1	42	42.9	84.9
	5	553	100	20	34.2	45.8	80
	6	563	100	21.4	34.7	43.9	78.6
	7	577	99.7	22.5	32	45.5	77.5
	8	611	100	30.8	38.7	30.5	69.2
2011	3	572	100	23	25	52	77
	4	555	99.8	12.8	34.8	52.4	87.2
	5	585	99.8	16.8	39.5	43.6	83.2
	6	563	99.8	18.8	34.9	46.3	81.2
	7	576	99.5	20.9	31.8	47.3	79.1
	8	560	100	23.1	36.7	40.2	76.9
Science							
2010	3	275	100	36.3	29.8	34	63.7
	4	581	100	20.8	59.2	19.9	79.2
	5	272	100	19.7	46.7	33.6	80.3
	6	281	100	30.9	48.5	20.6	69.1
	7	575	100	22.3	46	31.7	77.7
	8	306	99.7	27.5	39.9	32.6	72.5
2011	3	285	99.7	29.4	41.2	29.4	70.6
	4	555	99.8	18.5	55.8	25.6	81.5
	5	293	98.6	24.8	49.6	25.5	75.2
	6	283	99.3	32	54.9	13.2	68
	7	576	99.5	23.5	45.5	31.1	76.5
	8	281	99.6	26.5	31.7	41.8	73.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	273	99.3	20.2	45.7	34.1	79.8
	4	581	100	18.1	52.6	29.3	81.9
	5	281	99.6	26.6	45.7	27.7	73.4
	6	282	99.7	12.4	51.3	36.4	87.6
	7	575	100	31.3	34.4	34.4	68.7
	8	305	100	29.8	34.6	35.6	70.2
2011	3	287	100	18.3	38.4	43.3	81.7
	4	555	99.8	16.3	48.2	35.6	83.7
	5	293	99.7	16.1	40.1	43.7	83.9
	6	279	100	15.8	37.7	46.4	84.2
	7	576	99.5	26.4	27.7	45.8	73.6
	8	279	99.3	21.6	28.9	49.5	78.4
Writing							
2010	3	550	99.3	23.9	28.9	47.2	76.1
	4	583	99.5	21.7	38.4	40	78.3
	5	551	99.6	22	34.1	43.9	78
	6	565	100	19.6	38	42.4	80.4
	7	576	99.1	27.6	43	29.4	72.4
	8	609	99.2	26.5	42.6	30.9	73.5
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	582	100	15.9	39.6	44.6	84.1
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	560	99.8	30.8	39.4	29.8	69.2

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	542	99.3	10.5	27.4	32.6	29.5	69.3	68.0	No	Yes
Male	279	98.6	13.1	31.0	31.0	25.0	62.7	63.1	N/A	N/A
Female	263	100.0	7.9	23.6	34.3	34.3	76.4	73.1	N/A	N/A
White	344	98.8	8.7	21.4	31.3	38.6	75.6	79.4	Yes	Yes
African American	151	100.0	15.9	38.6	33.1	12.4	55.9	51.7	No	Yes
Asian/Pacific Islander	16	100.0	N/A	28.6	35.7	35.7	78.6	83.2	I/S	I/S
Hispanic	31	100.0	9.7	38.7	41.9	9.7	61.3	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	60	100.0	49.1	33.3	15.8	1.8	22.8	74.0	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	24	100.0	8.3	50.0	37.5	4.2	50.0	45.1	I/S	I/S
Subsidized meals	259	99.2	17.3	35.7	33.7	13.3	56.6	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	542	99.4	11.9	27.8	33.9	26.4	73.9	62.3	Yes	Yes
Male	279	98.9	13.4	26.1	34.7	25.7	73.5	61.4	N/A	N/A
Female	263	100.0	10.2	29.5	33.1	27.2	74.4	63.2	N/A	N/A
White	344	99.1	9.0	22.6	33.7	34.6	81.0	75.3	Yes	Yes
African American	151	100.0	18.6	41.4	30.3	9.7	57.9	42.9	No	Yes
Asian/Pacific Islander	16	100.0	14.3	21.4	14.3	50.0	64.3	84.3	I/S	I/S
Hispanic	31	100.0	9.7	22.6	61.3	6.5	77.4	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	60	100.0	52.6	26.3	19.3	1.8	29.8	67.7	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	24	100.0	20.8	29.2	37.5	12.5	58.3	47.1	I/S	I/S
Subsidized meals	259	99.2	17.7	35.7	33.3	13.3	61.4	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	542	95.4	44.1	17.0	16.2	22.6	N/A	N/A	N/A	N/A
Male	279	94.6	42.0	17.8	15.5	24.6	N/A	N/A	N/A	N/A
Female	263	96.2	46.2	16.2	17.0	20.6	N/A	N/A	N/A	N/A
White	344	95.6	35.0	17.0	17.9	30.1	N/A	N/A	N/A	N/A
African American	151	94.0	62.0	17.6	14.1	6.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	16	100.0	25.0	18.8	12.5	43.8	N/A	N/A	N/A	N/A
Hispanic	31	96.8	70.0	13.3	10.0	6.7	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	60	66.7	77.5	15.0	7.5	N/A	N/A	N/A	N/A	N/A
Migrant	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	24	95.8	69.6	17.4	4.3	8.7	N/A	N/A	N/A	N/A
Subsidized meals	259	93.4	57.9	16.9	14.0	11.2	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2010	544	98.9	10.2	27.9	36.0	25.9	72.3	65.9
	2011	542	99.3	10.5	27.4	32.6	29.5	69.3	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	544	98.7	11.8	26.2	31.3	30.7	70.1	62.3
	2011	542	99.4	11.9	27.8	33.9	26.4	73.9	62.3

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate, grades K-8	96.1%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample